

Week 3: Final Word and week 3 reflection:

In reflecting on this week's learning, I would have to say that the video's showcasing the huge influence technology is having on students like Luis Chavez and Cameron give a person a huge reminder of just how important it is to maximize the potential uses of the tools we use every day as fancy typewriters and telephone extensions. To get beyond the day-to-day drudgery use to see the "magic" takes a lot of work on the part of teachers and administrators. It takes tireless effort on the part of the technology applications support to keep trying to find ways to interest, engage, and excite teachers to experiment with new methods of technology integration that have the potential to ignite individual learning for every student in their classrooms, on their campus, and within to district. The ultimate effect will be to create technologically infused learning environments that not only engage and captivate learners, teachers, and administrators, but also push student learning, academic success, and career readiness to the highest levels they have been in history. It boggles my mind to think of where this could lead, and the effect it will have on educational systems across the country and around the world. In the face would be educational revolution, and the school girl excitement that comes from those "WOW" moments, like this when I really stop to consider the implications of *lighting the fuse and helping it COMBUST in a controlled way!*

I have been in the personally devastating situation of having to step back into a hold pattern because the administration changed and the new leader was a "pre-computer person" --- the conversation went something like . *"You want what??? More computers- one for every student, and a wireless network to support all of this without those messy wires?" "How you propose we pay for all that? The state just dropped the TIF program, we need....I just don't see how it is going to help students make better grades on the state assessments. That takes good old fashioned drill and practice, formula writing practice, and our teachers have been here a hundred years, they know how to get those results out of our students without all this "fluff".* At the time, countless hours had been spent writing grants, implementing grants, trying to see that our "hundred year old" teachers had the technology skills they needed to infuse every lesson. That all ended when the administration changed one word where technology use was concerned in campus and district improvement plans. The Statement went from *"all teachers will use technology to infuse their daily lessons to all teachers **may** use technology to infuse their daily lessons...* That's all it took. Changing *will* to *may*.

In the early years, everything from the computers, to the pathways to networks, to the internet, and the software tools to properly take advantage it, were new, and not always user friendly. Many lessons got derailed because the technology didn't cooperate. Technologically challenged teachers became frustrated and given a choice, they chose the old ways. Today and in the years to come those issues are not so prominent due to the 24/7 perfecting cycle of the technologies used in relation to the internet. The perfecting process won't stop, and probably has not peaked, but it has reached the *Easy*, stage. With adequate reliable bandwidth, there are free applications readily available to support almost any teachers' requirements for a technology infused lesson. The CAST site, together with applications like CSCOPE, and freely available internet-based training, place the tools to provide the accommodations needed to address almost any student's disability and/or learning style needs, at the fingertips of every

teacher. These tools provide the critical piece that was missing 7 – 8 years ago. These tools, grown from constant ongoing educational research, guide teachers to the technology tools that work best, what materials they need, how to scaffold the information using these tools, and how to use the technology to achieve the best outcomes for their students. Much of the conjecture is gone, we can now say , Technology works, this is how it works best, and this is when it works best.” These tools and this knowledge are the tools a *die-hard* technology enthusiast needs to rekindle the desire to change “**may** to **will**” in some critical places in campus and district improvement plans. Just as important, I now have a free tool to offer my teachers that “**do**”. The Cast web site with it’s Universal Design Lesson Builder and it’s eBook builder tool, will help me provide them with another set of tools they desperately need to provide a higher quality of education to all their students in face of recent and continued budget cuts.

Digital Youth Portrait-Luis: Edutopia.org(nd) Digital Youth Portrait-Luis. Retrieved on Oct. 5, 2009 <http://www.edutopia.org/digital-generation-profile-luis-video>

Digital Youth Portrait-Cameron: Edutopia.org(nd) Digital Youth Portrait-Cameron. Retrieved on Oct. 5, 2009 <http://www.edutopia.org/digital-generation-profile-cameron-video>

Rose, D. & Meyer, A., (2002) *Teaching Every Student in the Digital Age: Universal Design for Learning*. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved on March 5, 2012 from: <http://www.cast.org/teachereverystudent/ideas/tes/>